

Module Agenda

- I. Welcome
 - A. Icebreaker Exercise
- II. What are Community Resources?
 - A. Importance of Working with Community Resources
 - B. Community Resource Worksheet
- III. Connecting the Child, Family and Placement Resource to Services Suited to Needs
 - A. Honesty about Strengths and Needs
 - B. Addressing and Solving Problems
- IV. Advocacy
 - A. Defined
 - B. Tools
- V. Partnering with the School System
- VI. Mental Health
- VII. Medical Profession - HIPPA
- VIII. Confidentiality
- IX. Summary

Community Resources

DFCS County Office : _____

Address: _____

Phone: _____

Fax: _____

DFCS OFFICE	Name	Phone
Foster Care Case Manager		
Adoption Case Manager		
Teen Independent Living Case Manager		
SERVICE PROVIDERS		
Transportation		
Respite		
CRISIS		
Alcohol		
Substance Abuse		
Child Abuse		
CLOTHING, FOOD & HOUSEHOLD NEEDS		
Thrift Stores		

CHURCHES		
LOCAL ASSOCIATIONS		
National Foster Adoptive Parent		
Georgia Foster Adoptive Parent		
Parent to Parent		
Georgia Adoption Resource Center		
MEDICAL HEALTH		
EMERGENCY NUMBER		911
MENTAL HEALTH		
EMERGENCY NUMBER		
Doctor		
Hospital		
RUNAWAY YOUTH		
Law Enforcement		
SUICIDE PREVENTION		
TRAINING		

HOW TO BE A BETTER ADVOCATE

1. Follow-up on the child's medical and educational needs by:

- ❑ Obtaining the child's medical and developmental history from the social worker
- ❑ Arranging an initial assessment for the child as necessary
 - Obtain information from your county office about what assessments may have been completed.
 - Although a variety of assessment services are provided to children when they enter the foster care system, it is recommended that they receive the following assessment services within 30 days:
 - Medical exam including:
 - Screening for lead exposure
 - Screening for communicable diseases
 - Review of immunizations to ensure they are up to date
 - Hearing and vision screening
 - Developmental screening or educational assessment
 - Mental health assessment
 - Dental Exam
- ❑ Communicating with other professionals in the child's life about his/her needs (i.e. social worker, doctor, teachers)
- ❑ Keeping good records that can go with the child if he or she leaves your home
- ❑ Asking questions if you do not understand the information professionals are giving

2. Provide a safe and secure emotional environment by:

- ❑ Creating a structured setting that includes a predictable set of daily routines
- ❑ Sharing a consistent set of rules and expectations with the child
- ❑ Practicing positive behavior management techniques such as "star charts"
- ❑ Giving the child a chance to share his/her feelings without the fear of being judged or punished

3. Get to know the child in your care and help identify his/her strengths and areas of need with regard to development and behavior. This information will be extremely important to the other professionals in the child's life and will allow them to make the best possible decisions about how to care for the child.

4. Help the child in your care access services provided by local agencies and programs. Children with developmental and/or behavioral difficulties benefit from participating in early intervention programs, specialized school programs or activities that focus on learning.

HOW TO BE A BETTER ADVOCATE

5. **Take care of yourself.** Being a resource parent can be very rewarding and tiring at the same time. As a result, it is important for foster parents to take care of themselves by:

- ❑ Looking to family, friends and other foster parents for support
- ❑ Having realistic expectations for the child in your life and how you can help the child
- ❑ Using other resources to help your child and give you a break to rejuvenate yourself so you can continue to lovingly care for the child in your care!
- ❑ Making sure you get enough rest to be energized for what ever may come your way
- ❑ Exercising to get rid of stress (it gives you more energy, believe it or not!)

IEP MEETING PREPARATION CHECKLIST FOR PARENTS

1. Obtain and study all school records including private assessments, medical records, etc.

_____ Prior IEP's

_____ Progress notes, report cards, teacher's notes, etc.

2. Make a list of your child's present level of functioning based on your observations.

_____ Academic skills

_____ Developmental skills (if pre-academic)

_____ Motor skills

_____ Language skills

_____ Emotional/behavior skills

_____ Self-help skills

_____ Pre-vocational & vocational skills

_____ Others

3. Make a list of goals you feel your child should have.
4. List related services your child may need and include verification of need from professionals.
5. List special education services your child may need.
6. You may tape the meeting.

ADVOCACY TIPS FOR WORKING WITH SCHOOLS

- Keep everything
- Organize all papers
- Keep a contact log with names and dates
- Build support systems
- Document all meetings
- Make requests in writing
- Say things clearly
- Try to keep conversations centered on the issues

MENTAL HEALTH PROFESSIONALS

Clinical Psychologists

Clinical Psychologists have doctoral degrees (Ph.D., Psy.D., Ed.D.) from graduate programs that specialize in the study of clinical, research, and educational psychology. Programs that are approved by the American Psychological Association (APA) must meet specific teaching and training requirements that adhere to ethical, academic, and clinical standards. In addition to 4 years of course work, clinical psychologists must complete 1 year of supervised clinical training. After the fifth year of training, clinical psychologists must have another 1 to 2 years of supervised clinical experience to be eligible for licensure. Licensure is granted after passing an examination given by the American Board of Professional Psychology. Licensure allows the psychologist to practice psychotherapy without formal supervision. Although psychologists are doctors, they cannot prescribe medications.

Master's Level Clinicians

Have a master's degree or doctoral degree in social work, counseling, marriage and family counseling or education. Graduate training for the master's level requires at least 2 years of schooling beyond the 4 years necessary for the undergraduate degree. To be licensed, they must pass the applicable exam for their degree type. They are licensed and monitored by the State of Georgia Secretary of State.

Psychiatrists attend medical school and have a medical degree (MD). As with other medical specialties, psychiatrists participate in a 3-4 year residency training in psychiatry after they complete 4 years of medical school. Child psychiatrists must complete at least 1 year of concentrated clinical experience with children. Board certified psychiatrists have also passed a written and oral examination given by the American Board of Psychiatry and Neurology. Psychiatrists, like medical doctors, prescribe medications. Some also provide psychotherapy.

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IMPORTANT WEBSITES

HIPPA Rule

www.os.dhhs.gov/ocr/privacysummary.rtf

IEP Information

www.ldonline.org/ld_indepth/iep/iep_process.html